Guidelines for Academic Program Seven-Year Review

Academic Policy 2-2005
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Academic Program Seven-Year Review

Purposes and Principles .................................................................................................................. 2
Self Study Preparation Guidelines.................................................................................................. 4
Schedule and Key Steps of the Program Review Process .............................................................. 6
The Role of External Reviewers in the Program Review Process.................................................. 7
Ideas for Inclusion in the Self Study............................................................................................... 8
Table 1 – Required Data ............................................................................................................... 12
Letter of Invitation to External Reviewer ..................................................................................... 13
Purposes and Principles

“To provide for a periodic examination by faculty and administration of the extent to which established academic programs are meeting their stated objectives and the extent to which their program objectives are still appropriate to the campus, unit, and University missions.”
(University of Hawai`i Executive Policy E5.202. Review of Established Programs)

A program review:

- fosters a strong and positive sense of program identity and program contributions to the UH Hilo mission and to General Education.

- promotes the practices of ongoing self-assessment and improvement of student learning consistent with national practices in the field.

- encourages programs to manage faculty, fiscal and physical resources for maximum student benefit and faculty development.

- draws on many kinds of evidence gathered by the department and by the institution.

- involves active and productive communication, planning, and mutual commitment to program improvement among department faculty; and between the department and the dean, and vice chancellor for academic affairs (VCAA).

- is consistent with UH system policies, WASC standards, and the standards of external accrediting bodies.

Schedule: Set by vice chancellor for academic affairs (VCAA), overseen by dean’s offices, posted on UH Hilo calendar and website.

Costs: Early in the process, departments should request support for resources related to planned program review activities from the VCAA. Fees and travel expenses for external reviewers are paid by the VCAA’s office.

Assessment Support Committee (ASC): Campus assessment committee comprised of representatives of faculty and staff as defined in the UH Hilo Academic Assessment Plan. The committee works with the Office of Institutional Research and the UH Hilo Faculty Congress, oversees the annual assessment budget, coordinates assessment training for faculty, summarizes assessment activities, and tracks program review outcomes,
Program Self Study Report and Plan: (approx. 8 pages, with attached tables and charts as appropriate). Sources: UH Exec. Policies E5.202 Review of Established Programs (June 1987), App. B and C; E5.210 Institutional Accountability and Performance (June 1999); UH BOR Policy Sec. 4.5 Institutional Accountability and Performance (Jan. 1999); WASC 2001 Standards. Programs undergoing external accreditation may submit their accreditation self study reports in lieu of the report.
Self Study Preparation Guidelines

1) Executive Summary (1-2 paragraphs): abstract of important points from the program review self study.

2) Background (1 page): department mission and curricular goals, its role in UH system and in UH Hilo mission and strategic plans.


Please describe the following:

- How the department organizes the curriculum to meet Major program requirements, provide service/General Education courses; achieve program efficiency.
- Description of seven-year trends in numbers of majors, enrollment patterns, student/faculty ratios.
- Faculty achievements in research and creativity/scholarship.
- Special accreditation or other external evaluation.
- Curricular changes over the last 7 years or, if changes have not and do not need to be made, describe how the curriculum is relevant to current and emerging developments and careers within your field. If changes should be made to accomplish this goal, please describe what the changes should be.
- Department's service to community.
- Lacunae in departmental expertise, if any. Are you currently pursuing new faculty lines. If so, what are they?

Required data will be reported in Table 1: UH Executive Policy E5.202, App. B [http://www.hawaii.edu/svpa/ep/e5/acaf.html]. Attachment 1 of these guidelines provides a copy of the table. At the request of the VCAA, these data will be provided by the UH system Institutional Research Office to each program undergoing self study.

4) Student Learning (2 pages):

How effectively do students learn in this program, in terms of learning objectives and criteria established by the program; also in terms of stakeholder expectations?

What distinctive and effective teaching approaches are used?
Documentation may include:

- Measures of student learning outcomes at program level: tracking learning over time, value-added measures (e.g. pre-testing, capstone courses, internships, standardized tests, performances, portfolios, graduate placement, etc.).

- Department’s use of assessment results to review and revise curriculum and teaching strategies.

- Student-faculty collaborative research projects; innovative teaching practices.

- Feedback from alumni.

- Feedback from stakeholders (employers, practitioners, community) and how program will use feedback to improve. (May include data from UH Hilo surveys of alumni and graduating seniors.)

- Service learning activity reports.

5) Current Resources (1 page): Funding, facilities, equipment, technical and library support: descriptions of current status and current as well as expected needs in lecturer/instructional support; space and facilities (offices, laboratories, classrooms); equipment; library acquisitions, technological support.

6) Chair’s Evaluation (1 page): Department chair’s assessment of how well the department is meeting its own mission and goals and a summary of the evidence used to reach this conclusion; what present and identifiable problems in the foreseeable future it needs to overcome, and ongoing or planned program changes to address these problems and rationale. Also discuss unusual features or trends in the quantitative program profile, if any. Respond to external reviewer’s report and recommendations. Summary of additional resources (faculty, support personnel, funding) needed to improve student learning. The department may respond briefly to the external reviewer’s comments in this section, or may address them in the meetings with the Dean and VCAA.

7) Broad Statement of Future Goals (1 page): Five to seven-year program development plan for student learning assessment, curriculum, and faculty. Please include realistic annual budget estimates.

8) Appendices containing a photocopy of the program’s catalog copy and the CVs of all tenured and tenure track faculty and the report of the external reviewer.
Schedule and Key Steps of the Program Review Process

1. Spring Semester preceding the Fall external site review: The department and chair begin to draft the program self study and submit a ranked list of at least three potential external reviewers with CVs to the VCAA. The VCAA will inform the program chair of the selection and the program chair will invite and schedule the external reviewer’s visit. The VCAA’s office will cover travel, per diem, and honorarium costs for the external review; division and college offices will assist departments with travel arrangements.

2. Completed by December 1: A complete draft of the Program self study and report is sent to the selected external reviewer by department chair. The UH System Office of Institutional Research provides required data for Table 1.

3. Before March 1: External reviewer will conduct a site visit and submit findings and recommendations to the department and chair. They will review and incorporate viable recommendations of the external review into the program self study report and append a copy of external review recommendations to the final report.

4. April 1: Program review report is submitted to the Dean. The Dean will prepare written comments and forward these comments to the VCAA and Congress by May 1. The Dean shall meet with the program chair and division chair to discuss the review.

5. By November 1 of the following year: The VCAA will meet with the faculty of the program and formulate an action plan if needed. The action plan will be detailed in a memorandum of understanding (MOU) to be signed by the tenured and tenure track members of the program and the VCAA. The MOU will be published on the VCAA website and forwarded to the Congress.

6. Follow-Up: Recommended actions are integrated into UH Hilo planning and resource allocations. Departments are notified of any modifications in recommendations and of progress in implementation. Departmental annual reports include progress on recommendations.

7. All program review documents shall be housed in the Office of the Vice Chancellor for Academic Affairs and available for reference to the UHH community.
The Role of External Reviewers in the Program Review Process

External Reviewer/Consultant: A recognized expert in the field whose primary responsibilities are to identify strengths and weaknesses and show program faculty how they might develop the former and address the latter. The objective is primarily constructive guidance.

One consultant may work with several departments within the division. The consultant is appointed by the VCAA from a list of qualified persons recommended by department(s). Consultant fees and travel expenses are reimbursed to the department by the VCAA’s office. A copy of the letter of invitation to the consultant is attached to these guidelines.

The consultant will study the draft department self study report in advance of the visit. During the visit, he/she will consult with the faculty on curriculum and instructional resources, talk with students and the dean, and visit classes, physical facilities, the library, and other support units. She/he will help the department to clarify its goals, as needed, and suggest more efficient or more effective ways of achieving departmental goals and mission, including more efficient management of department resources; and suggest future initiatives.

He/she will submit a written report to the department within 30 days of leaving the campus, and the department will respond to the consultant’s findings and recommendations in its final self study report. The consultant’s report will be appended to the program review report.
Ideas for Inclusion in the Self Study

Feel free to use this outline to assist you in writing your Self Study. You need not address all of the suggestions.

History and Mission (Background Section)
- Brief history of department and its programs.
- Department mission statement, and how, when and by whom was the current mission statement developed?
- How does the department mission statement support and how does it differ from the College and University mission statements?

Goals and Objectives (Background Section)
- Major goals of the departmental programs, in particular, what the program expects students to have learned in terms of skills, knowledge, and attitudes.
- Specific student learning objectives for the program.
- Identify and describe major program activities that will enable goals and objectives to be reached.
- Identify what data will be used to measure (assess) whether objectives are achieved.
- State how the major goals and objectives were developed and how they and their outcomes are communicated to faculty, administrators, alumni, and students.

Departmental Program Structures and Performance (Program Organization and Performance Narrative Section)

Consider these issues:
- Are the department's programs fulfilling state, regional, and national needs and expectations?
- Is the curriculum adequate to meet the needs of the diversity and number of student majors and students in service courses?
- How up-to-date is the curriculum for current and future students seeking careers inside and outside of academia?
- How does the quality of the curriculum (e.g. comprehensive and integrated among courses from 100-level through 400-level, within its stated goals) compare to those recognized as highly effective curricula by regional and national scientific and educational societies?
- How does the curriculum compare with similar departments at 4-year liberal arts colleges, comprehensive regional universities, and major, tier 1 universities with Ph.D. programs?
- Is the department serving non-majors to the satisfaction of the students and faculty across the campus?
**Department Roles in the College and University** (Program Organization and Performance Narrative Section)

- Describe how curriculum development and long-range planning are done.
- How are the programmatic objectives implemented by faculty; in which ways, by which kinds of courses (e.g. state which courses are methods-oriented, inquiry-based research oriented, factual knowledge content-focused, theory content-focused) with what kinds of pedagogy?
- List, describe, and discuss the joint cooperative and combined interdisciplinary efforts with other academic units, departments, and programs.
- Discuss the department’s contribution to the University’s general education program and to college-wide goals and objectives.
- Describe departmental faculty involvement in college curriculum planning and governance.
- Discuss the commitment among faculty to diversity issues.

**Student Learning in the Departmental Programs** (Student Learning Section)

**Assessment Methods:**

- What are the departmental standards of student competencies at the A, B, C, D, F levels?
- What proportion of the students are at each academic achievement level in the non-majors courses and in the majors courses?
- What are the prevalent student products in courses that are graded, and which courses are writing intensive, what do they do in writing intensive classes, and do science courses require full scientific format papers?
  - Which courses are lecture, lecture-and-inquiry-based guided discussions, and labs which involve guided demonstration (gaining technical expertise)?
- Does the department support collaborative research between student and faculty?

**Advising** (Student Learning Section)

What are the structures, policies and procedures for academic advising and pre-career advising and what are the student perceptions of advising and of course scheduling?

**Assessing Faculty** (Performance Narrative and Student Learning Sections)

- What levels of effort, commitment, and accomplishment do faculty show for teaching, research mentorship, scholarly activities, and professional service activities?
- What are the student perceptions of their learning and how well do their evaluations assess teaching effectiveness?
- How many and what proportion of the faculty are tenure-track versus non-tenure-track full-time instructors versus. part-time lecturers?
- Are there effective methods of evaluating and helping faculty improve their academic endeavors, thereby enabling them to succeed in tenure, promotion, and merit reviews?
**Academic Support for Faculty** (Current Resources Section)

- Are library resources adequate for research and instruction? Describe specific lacks and specific strengths.
- What is the departmental operating budget, and what constraints does it put on the department’s operations and service to students?
- What level (how frequent and in what amounts?) of departmental funding for instrumentation comes from alumni giving, research overhead, and other resources?
- What support for student technicians, faculty teaching-release time, professional leaves, and other research and teaching development exists?
- Describe the extent of teaching and research support from campus personnel as equipment fabrication and maintenance, and instrumentation maintenance.
- How adequate are the facilities available to the department for instruction and research use?
  - Lecture halls, discussion and seminar rooms, teaching laboratories, other instructional facilities; administrative offices and staff offices?
  - Faculty office space, research space, and other research facilities?
  - Campus computing hardware and software?

**Strategic Planning** (Chair’s Evaluation)

- What are the departmental goals and major priorities, and what is the rationale for each specific goal and priority?
- What are the recommendations to achieve these goals, and when and how will these achievements be assessed?
- What plans are to be implemented for:
  - Faculty replacements, new faculty lines, changes in the form of faculty responsibilities and effort.
  - Increases in curriculum efficiency (e.g., reduce duplication of material in courses within and among departments, reducing content and integrating content among courses, not teaching a course every semester of every year).
  - Priority use of any newly available funds for what new courses and course development, and which instrumentation for research and teaching.

**Other Information that may be considered in the Self-Study**

- Lists of the requirements for each specialty track of each degree.
- Results of alumni surveys.
- Number and proportion of all non-majors on campus that are served in each of the 100-level, 200-level, 300-level, and 400-level courses taught by department faculty in each of the last five years?
- Which courses, how many sections, and how many courses are taught by non-tenure track lecturers and instructors annually?
• What was the salaries budget over each of the last five years, and what have been the salary levels for assistant professors, associate professors and full professors in the department and how do these salaries compare with similar faculty in similar departments elsewhere, and other faculty across campus?
• What were the non-salary budgets over each of the last five years, and what were the sources of the funds?
• What are the start-up funds for research?
• What funds and release time are available for new lab course development?
• How much of what funding resources, and to whom has been the external and internal support provided in each of the last five years?
• Provide specific curriculum vitas and research and teaching statements of each tenure track and non-in teaching, service, and research over each of the past five years.
• Provide each unique course syllabus for each course
• Summary of assessment date collected by alumni office, college, or by the department.
Table 1 – Required Data

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<td>3. FTE course enrollment</td>
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<td>4. Crossover data</td>
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<td>4a. % own majors</td>
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<td>5. Number classes/sections</td>
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<td>6. Avg. class size (Total student registrations divided by no. classes offered)</td>
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<td>7. FTE faculty</td>
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<td>8. Student-faculty ratio (FTE course enrollment divided by FTE faculty)</td>
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<td>9. Number degrees earned by major or number of graduates (annual)</td>
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<td>10. Budget allocation</td>
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Letter of Invitation to External Reviewer

(Date)

Dear :

The University of Hawai‘i at Hilo invites you to conduct an external review of our Program. You will be compensated $500 for providing this service.

In addition to the monetary compensation, the Department will coordinate and process documents through the UH System for your travel arrangements, including air fare, miscellaneous and incidental expenses (M&IE), hotel accommodations and ground transportation. You will be provided with the following:

- the most economical roundtrip, coach class airfare between your home and Hilo, Hawai‘i;
- applicable miscellaneous and incidental expenses (M&IE) for the duration of your visit;
- hotel accommodations for the duration of your visit;
- ground transportation for the duration of your visit. You will be met at the Hilo International Airport upon your arrival.

Enclosed is a tentative site visit schedule for your review. We will be forwarding a copy of our internal self study electronically no later than December 1, 2005.

We look forward to your visit.

Sincerely,

(Department Chair)

Enclosure

C: Chancellor
   Vice Chancellor for Academic Affairs
   Dean
   Division Chair
   Congress Chair